PSY 375.001: ABNORMAL PSYCHOLOGY
Stephen F. Austin State University
Department of Psychology
Fall 2017
Dr. Lora L. Jacobi

**Class Time:** MW: 1-2:15  
**Meeting Room:** MTH 101  
**Office:** 215M McKibben Education Bldg (MKB); **temporary location** in 192A of MKB  
**Office Hours:** M: 11 – 12:45; W: 2:30-4; Th 3:30-5:15 or by appointment  
**Office Telephone:** 468-1407  
**E-Mail:** jacobi@sfasu.edu


*The book includes the updated version of the DSM-5 and is **required** by all students.

**Course Description:**
This course covers the theories and research on the incidence, classification, etiology, and treatment of abnormal behaviors.

**Program Learning Outcomes:**
Students will be able to understand and apply psychological principles to personal, social, and organizational issues.

<table>
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<tr>
<th>PLO</th>
<th>Proficiency Level</th>
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<tbody>
<tr>
<td>The student will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.</td>
<td>Advanced</td>
</tr>
<tr>
<td>The student will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.</td>
<td>Advanced</td>
</tr>
<tr>
<td>The student will respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.</td>
<td>Advanced</td>
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<tr>
<td>The student will understand and apply psychological principles to personal, social, and organizational issues.</td>
<td>Advanced</td>
</tr>
<tr>
<td>The student will value empirical evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a science.</td>
<td>Advanced</td>
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**Student Learning Objectives:**
1. Students will be able to communicate an understanding of the scientific research and theories pertaining to abnormal psychology.
2. Students will be able to explain the diagnostic system utilized to classify abnormal behaviors, including an understanding of the DSM-IV-TR and multi-axial system of diagnosis.
3. Students will be able to communicate an understanding of the different diagnostic categories of abnormal behavior, the incidence rate, the etiology behind these disorders, and the methods of treatments utilized.
4. Students will have an understanding of how “abnormal” is defined and the ramifications of being labeled “mentally ill.”
5. Students will develop and improve their critical thinking skills within the domain of psychology.
6. Students will learn to better communicate their knowledge and opinions effectively during classroom discussions.
Course Requirements:

1. **Attendance and Participation:** Attending all classes is vital to your understanding of the elements of the course. You will be expected to come prepared to class, participate in class discussions, respond to questions, and make constructive comments. **Being absent is no excuse for missing deadlines.**

   Class attendance will be taken daily and all students are expected to arrive to class on time. If you come in late, it is your responsibility to inform the professor of your presence at the end of class. Coming to class late 3 times will count as 1 absence. Students are expected to attend ALL CLASSES. You are expected to have zero absences; however, you will have a two excused absences (this is for whatever life event may happen – including planned school activities); once you surpass the two missed classes, each absence will effectively deduct one point from your final grade (10 points will become 9, then 8, etc.). Your presence in class is essential for the understanding of the material and participation in class discussions. I realize that students get sick from time to time and cannot attend class; that is why you have 2 excused absences (which is a week of class!). So save your absences and only use it if you must. We will be covering a lot of material each day and you will be behind if you miss class. Students are responsible for all missed materials – you are to obtain the material from a fellow classmate. I would strongly suggest exchanging numbers or email addresses with several students, so that if you miss class then they can provide you with the information you missed. Use the space below to write the email or number of at least two people in class.

   **Classmates (contact information):**

   (1) ___________________________________  (2) ___________________________________

   There will be a syllabus quiz to assess students’ understanding of course requirements, policies, and expectations.

2. **Reading:** All students are expected to read ALL assigned readings. Readings should be done in advance of class; this maximizes students’ learning and allows students to contribute meaningfully to classroom discussions. **It is highly recommended that you read the material in the text that corresponds to the day’s discussion shortly before or after class – this will maximize your learning and retention of the material. Without a book, you cannot successfully complete this course.** Keep up with the reading as you go or you will be overwhelmed as the test approaches. Spaced learning is far more effective than massed learning.

3. **Case Study:** Students will be assigned a written case study of a patient that students will be required to diagnose and “treat.” This assignment will allow students to apply their clinical knowledge to the understanding of abnormal behavior. The requirements of the case study will be provided well in advance of the due date. Part of the assignment will be to choose one of two patients (provided by me) with detailed information and their personal histories and a report of their symptoms. Using the knowledge of assessment learned, students will “diagnose” the patient using the criteria of the DSM-5 to justify the diagnosis. Students will also determine the appropriate treatment plan and explain how each of the identified symptoms will be addressed. Students will also address both the targeted client as well as environmental and psychosocial factors that contribute to the patient’s difficulties. Students will address possible interventions and identify what psychological principles/theories explain the issues involved in the case. Additional information about this assignment will be given in class.

   The write-up for the case study will be worth **20% of your grade.** (Note the case study is worth more than a single exam grade, so you will be time dedicate adequate time and effort into the completion of this assignment.)
4. **Exams:** There are four non-cumulative exams in this course. Your exam performance will make up 70% of your final grade. In the past all exams were worth the same; however, your lowest exam score will now count for 10% of your final grade and the other three exams are worth 20% each. This revision is to your advantage. With your lowest performance counting the least, poor performance on one exam will not destroy your grade. You are expected to be prepared for these exams (do your readings in advance, attend each class, utilize any/all resources provided by the instructor, and STUDY). You CANNOT “cram” for the exam and expect to do well. Research has repeatedly demonstrated that spaced learning is far more effective than massed learning – space studying out in the days and weeks prior to the exam. Do not fall behind on readings and expect to catch up right before the exam. Find the method of studying your text that works best for you (whether it be highlighting and taking notes from the text). Also, pay attention in class and take notes. I will emphasize the material from which you will be tested and will give hints about what will be tested along the way. I strongly recommend that you utilize the online practice quizzes that accompany the text. The student companion site also has copies of the PPTs, flashcards, and other resources (in addition to an eBook).

**You are responsible for your own success!**

**IMPORTANT POLICY on Make-up Exams:** Make-up exams will only be given in extremely RARE CIRCUMSTANCES and arrangements will have to be made in advance of class. Appropriate documentation must be presented in order to take a make-up exam, where appropriate documentation includes a written excuse from the Dean. Simply not showing up because of oversleeping or “not feeling well” is no excuse for not coming to class and taking the exam. If you are so ill that it prevents you from coming to class on the day of the exam, then you will need to go to a doctor that day and have proof of your incapacity. If you miss an exam and do not provide sufficient documentation, then you will receive a zero on the exam.

**Evaluation/Grading:**
1. **Four exams.** Lowest exam score counts 10% and the other 3 exams will count 20%, this sums to be 70% of your final grade.
2. A written case study will be worth 20% of your final grade.
3. Attendance and participation (10%).
   70% + 20% + 10% = Total Score 100%

**Grading:**
A = 89.5% and above, B = 79.5-89.4%, C = 69.5-79.4%, D= 59.5-69.4%, F= less than 59.5%

These cutoffs are FIRM. I will not raise your grade if you are “close,” so please do not ask should this circumstance arise. I strongly encourage all students to put forth full effort throughout the course so that you can earn the highest grade possible.

**Academic Integrity (A-9.1)**
Cheating and copying will not be tolerated in any form. If I believe that you have copied from another student or another source, you will receive a grade of ‘0’ on that assignment or exam. If a second offense is committed, your behavior will be reported to the academic dean and you will fail the course. Please see the information below and our catalogue for additional information.
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty**
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

**Withheld Grades Semester Grades Policy (A-54)**
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Students with Disabilities**
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/)

**Additional Course Information:**

**Carefully Read the Following Enforced Classroom Policies**
*If you are unwilling to comply with course policies, please drop this course ASAP!*

**Acceptable Student Conduct**
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate and/or inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed. As instructor, I reserve the right to drop students for inappropriate behavior.
The use of cell phones, i-phones, and similar devices is not allowed during class and exams (turn them OFF or place them in the “airplane mode”). Texting during class is NOT acceptable or appropriate behavior. It is both distracting and disrespectful. If I see you texting during class, I will ask you to refrain from using your phone and will ask that you store your phone (in your backpack or purse). This will be distracting to me and other students. For those who are repeat offenders, I reserve the right to retain your phone for the duration of the class period; additionally, I reserve the right to ask you to leave class immediately for any inappropriate behavior.

Laptop computers: Students are requested not to bring laptops to class. Scientific research demonstrates that the use of a laptop during class negatively affects the performance of the user and student who are next to or behind the laptop user. Additionally, the use of a laptop presents the urge to engage in non-course related activities (e.g., using social networking sites, which is absolutely forbidden). Please note that special permission is required from the instructor to use a laptop in class. Note taking is the only acceptable usage of a laptop computer in the classroom. If you are given permission to use a laptop in class, and you are using the laptop for tasks unrelated to the class discussion (e.g., social media), then you will be forbidden from bringing a laptop for the remainder of the semester. It is disrespectful of me and your fellow students.

- When taking exams, you are required to remain in the classroom unless you have submitted your completed exam.
- The course outline that follows is subject to change based on students’ level of comprehension, mastery of material presented, and/or extraneous circumstances.
- Should you require any additional information, reference books, or simply in doubt, feel free to contact me.

* I do recognize that sometimes there are exception circumstances that warrant consideration. If there are some extenuating circumstances that affect your ability to pay attention or if temporary modification need to be made, please notify me before class begins.
# COURSE OUTLINE**
## ABNORMAL PSYCHOLOGY - PSY 375

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>8/28; 8/30; 9/4*</td>
<td>Intro, Syllabus, Abnormal Psychology: Historical and Modern Perspectives</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>9/6, 9/11</td>
<td>Research Methods in Abnormal Psychology</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>9/13, 9/18</td>
<td>Assessment and Diagnosis</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>Wednesday, September 20</td>
<td>Exam 1</td>
<td>Chapters 1, 2, 3</td>
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<tr>
<td>9/25, 9/27</td>
<td>Anxiety, Trauma- and Stressor-Related Disorders</td>
<td>Chapter 4</td>
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<tr>
<td>10/2, 10/4</td>
<td>Obsessive Compulsive and Impulse Control Disorders</td>
<td>Chapter 5</td>
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<tr>
<td>10/9, 10/11</td>
<td>Somatic and Dissociative Disorders</td>
<td>Chapter 6</td>
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<tr>
<td>Monday, October 16</td>
<td>Exam 2</td>
<td>Chapters 4, 5, 6</td>
</tr>
<tr>
<td>10/18, 10/23</td>
<td>Bipolar and Depressive Disorders</td>
<td>Chapter 7</td>
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<tr>
<td>10/25, 10/30</td>
<td>Personality Disorders</td>
<td>Chapter 12</td>
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<tr>
<td>Wednesday, 11/1</td>
<td>Case Study Assignment Posted</td>
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<tr>
<td>11/1, 11/8</td>
<td>Feeding and Eating Disorders</td>
<td>Chapter 8</td>
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<tr>
<td>Wednesday, November 10</td>
<td>Exam 3</td>
<td>Chapters 7, 12, 8</td>
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<tr>
<td>11/13, 11/15,</td>
<td>Schizophrenia Spectrum and Other Psychotic Disorders</td>
<td>Chapter 10</td>
</tr>
<tr>
<td>11/20-11/25</td>
<td>Thanksgiving Break – No Classes</td>
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<tr>
<td>11/27, 11/29</td>
<td>Schizophrenia Spectrum and Other Psychotic Disorders</td>
<td>Chapter 11</td>
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<tr>
<td>Wednesday, November 29</td>
<td>Case Study Due</td>
<td></td>
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<tr>
<td>12/4, 12/6</td>
<td>Substance-Related and Addictive Disorders</td>
<td>Chapter 10</td>
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<tr>
<td>Monday, 12/11</td>
<td>Final Exams: Exam 4</td>
<td>Chapters 11, 10</td>
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*There is class on 9/4/17 (Labor Day); SFA redid holiday schedule to allow off for Thanksgiving week.

**This syllabus is tentative. You are responsible for knowing any changes that are announced in class via verbal or written communication.